



Monitoring inspections of schools that have serious weaknesses

Guidance for inspecting schools that require significant improvement and have serious weaknesses under section 8 of the Education Act 2005

This guidance sets out the judgements that inspectors make and report on during monitoring inspections of schools that have serious weaknesses. It indicates the main activities that need to be undertaken from the time the school is notified of the monitoring inspection until publication of the monitoring inspection letter.

Age group: 0–19

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Contents

Introduction	4
Before the inspection	6
Notification	6
During the inspection	8
The first monitoring inspection	8
The second and third monitoring inspections	10
Planning the inspection	10
At the start of the monitoring inspection	10
Evaluating external support	14
Registered provision for birth to three-year-olds	14
The views of pupils, parents and other stakeholders	15
Removal of the serious weaknesses designation	15
After the inspection	16
Feedback at the end of the monitoring inspection	16
The monitoring inspection letter and report	17
Record of the inspection: the evidence base	18

Introduction

1. Schools are deemed to have serious weaknesses under section 44(2) of the Education Act 2005, where the Chief Inspector is of the opinion that:

‘the school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.’¹
2. A school with serious weaknesses is ‘inadequate’ (grade 4) in one or more of the key areas, and/or there are important weaknesses in the overall provision for pupils’ spiritual, moral, social and cultural development. However, leaders, managers and governors are judged to be capable of securing improvement (this means that leadership and management are judged at grade 3 or above). These schools are schools causing concern.
3. Monitoring inspections of schools with serious weaknesses are carried out under section 8 of the Education Act 2005, but Her Majesty’s Chief Inspector (HMCI) may elect to treat them as section 5 inspections using his powers under section 9 of the Act. These monitoring arrangements do not prejudice the Chief Inspector’s discretionary power under section 8(2) of the Education Act 2005 to ‘inspect any school in England in circumstances where [s]he is not required to do so by section 5...’ of the Act.
4. This guidance sets out the judgements that Her Majesty’s Inspectors (HMI) make and report on during monitoring inspections of schools that have serious weaknesses. Further general guidance, briefing papers on school inspections and other materials are available on Ofsted’s website: www.ofsted.gov.uk.
5. All monitoring inspections are carried out in accordance with the principles and code of conduct for inspectors set out in The framework for school inspection.² In conducting the monitoring inspection, HMI will follow the methodology and protocols set out in the School inspection handbook³. Schools judged to have serious weaknesses are not required to prepare a separate action plan but are expected to amend their existing plans to address the areas for improvement identified by the section 5 inspection. The local authority⁴, proprietor or sponsor⁵ must submit a statement and a plan of action to HMCI within 10 working days of the school receiving the inspection report.
6. HMI will usually conduct the first monitoring inspection within four to six weeks of the publication of the section 5 inspection report. During this one day

¹ Education Act 2005, s44; <http://www.legislation.gov.uk/ukpga/2005/18/contents>.

² *The framework for school inspection*, Ofsted, 2014; www.ofsted.gov.uk/resources/120100.

³ *School inspection handbook (120101)*, Ofsted, 2014; www.ofsted.gov.uk/resources/120101

⁴ Ss.15(2)(d) and 15(2)(e) Education Act 2005: www.legislation.gov.uk/ukpga/2005/18/section/15

⁵ Ss. 17(1A)(d) and 17(3)(a) Education Act 2005:
<http://www.legislation.gov.uk/ukpga/2005/18/section/17>

inspection, HMI will meet with the headteacher, the chair of governing body and an appropriate representative of the local authority, academy proprietor or academy sponsor. HMI will discuss the implementation of the statement of action and the school's improvement plan and determine whether these are fit for purpose.

7. Following the first monitoring inspection, a school may receive up to two further monitoring inspections over the period of around 18 months following the section 5 inspection that identified serious weaknesses.
8. A school with serious weaknesses will be monitored under section 8 of the Education Act 2005. It may also have access to intervention/support strategies to assist the school's improvement. These may include activities such as:
 - an invitation to a good practice dissemination conference covering a range of key common weaknesses identified through inspection evidence (governance and performance management, achievement and use of data, best practice in assessment, improving teaching and pupils' progress, and self-evaluation)
 - an invitation to a workshop
 - HMI may suggest links between the school and stronger schools, either locally or in another area.
9. If, during the period of monitoring, the HMI is of the opinion that the school is making sufficient progress for the serious weaknesses designation to be removed they may recommend bringing the section 5 reinspection forward.
10. If a monitoring inspection identifies serious concerns about aspects of the school's performance that were not identified in the previous section 5 inspection or in an earlier monitoring inspection these must be reported to the school. Such serious concerns could have a bearing on the timing of the next section 5 inspection.
11. If, after a programme of monitoring lasting around 18 months, the school is still in the serious weaknesses category of concern it must be reinspected under section 5 of the Education Act 2005.

Staffing inspections

12. HMI who lead the first monitoring inspection of a school judged to have serious weaknesses will perform this role throughout the period that the school is monitored. If following reinspection, the school is judged to still have serious weaknesses or require special measures a new lead inspector will manage a further programme of monitoring activity.

13. Each school is allocated up to four inspector days for monitoring and support, in addition to the first monitoring inspection day. HMI will decide how to use these days flexibly to best support the school and meet the priorities for each monitoring inspection (see also paragraph 8).
14. Where a school judged to have serious weaknesses has residential or boarding provision, a social care inspector will be allocated as a team member to the monitoring inspection and, if necessary, to subsequent monitoring inspections, which will include the inspection of any national minimum standards that have not been met. The inclusion of a social care team inspector would only occur where boarding or residential provision was identified as an area for improvement at the last inspection⁶.

Before the inspection

Notification

15. Prior to the first monitoring inspection, HMI will normally inform the school up to two days in advance of the inspection. This is to allow the relevant strategic partners (local authority, proprietor or sponsor) to be present for discussion about support for the school and the likely pattern of monitoring. It will also enable as many members of the governing body as possible to attend the inspection feedback.
16. If the headteacher is unavailable, HMI should ask to speak to the most senior member of staff available. Once the inspection has been confirmed HMI will inform the Inspection Service Provider (ISP), who will send formal notification to the school by email. Requests for a deferral will be handled in accordance with Ofsted's policy about the deferral of inspections⁷. HMI must immediately contact the helpdesk. The deferral policy makes clear that the absence of the headteacher is not normally a reason for deferring an inspection.
17. The purpose of the telephone call announcing the inspection is for HMI to:
 - confirm the date of the monitoring inspection and remind the school that the monitoring letter will be published on Ofsted's website
 - explain that the monitoring inspection is carried out under section 8 of the Education Act 2005
 - confirm that the school is able to inform the governing body that the monitoring inspection is taking place

⁶ Further guidance for education and social care inspectors on conducting integrated monitoring inspections is available in *Conducting additional inspections of independent schools* (090060) Ofsted, 2013; www.ofsted.gov.uk/resources/090060.

⁷ <http://www.ofsted.gov.uk/resources/deferral-of-inspections-information-for-schools>.

- make sure that the headteacher understands the purpose and focus of the inspection and the judgements that will be made
- indicate the likely format of the first monitoring inspection
- ensure the school is aware that it is a specific requirement of the first monitoring inspection that HMI meet with representatives of the governing body and local authority, proprietor or sponsor; as many governors as possible are asked to attend the feedback meeting at the end of the inspection.

18. In outlining the specific inspection arrangements HMI should:

- explain that the principles for engagement with senior staff set out in the *School inspection handbook* will be applied where possible, but that HMI has the discretion to manage this in the way s/he feels is most appropriate
- discuss with the headteacher the approach to feedback on lesson observations and note that, in line with the *School inspection handbook*, the quality of teaching will not be graded in individual lessons, learning walks or other similar activities
- ascertain whether there are particular reasons why any teachers should not be observed, for example if they are subject to informal or formal capability procedures where the use of observations by Ofsted may compromise those procedures
- ensure that the headteacher is aware that Ofsted's evidence from lesson observations, whether joint or otherwise, should not be used as evidence in capability/disciplinary proceedings, or for the purposes of performance management.

19. The telephone call should also provide the headteacher with an opportunity to highlight the progress that the school has made since the previous section 5 inspection or previous monitoring inspection, and to provide any new contextual information. Key points arising from the telephone call should be noted on an evidence form. HMI should be mindful that the headteacher will need to accommodate the inspection at short notice while still managing the day-to-day operation of the school.

20. For the second or subsequent inspections, HMI will normally inform the school, that it is to be inspected, from noon on the working day before each monitoring inspection is due to start.

21. At the second or subsequent monitoring inspections, HMI should also request, during the telephone call, that the school makes available at the start of the inspection:

- school timetable information, staff list and times for the school day

- information about any pre-planned interruption to the school's normal routines
- the single central register, which summarises the checks and vetting of all staff working with pupils
- all logs that record exclusions, pupils taken off roll, incidents of poor behaviour, racist incidents and incidents of bullying
- information about pupils placed in alternative provision
- up-to-date attendance information
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the LADO, along with the brief details of the resolution
- records of any routine monitoring of the quality of teaching
- information about the findings and use made of performance management arrangements including information about the most recent performance management outcomes - all documentation should be in an anonymised format
- the current school improvement plan and any evaluation of the impact of actions taken to date
- recent data on attainment and progress
- evidence of the work of governors⁸ and their impact
- where the section 5 inspection recommended an external review of governance and/or pupil premium, these reports.

During the inspection

22. Monitoring activities and inspections should focus on the areas for improvement identified in the section 5 inspection that judged the school to have serious weaknesses. They will reflect the issues raised by the telephone discussion with the headteacher. The focus may shift as new evidence becomes available or other issues emerge.

The first monitoring inspection

23. The first monitoring inspection will last up to one day and will be conducted by HMI. HMI should plan to arrive at the school following the arrangements agreed with the school during the telephone conversation in which the inspection was

⁸ 'Governors' refers to those responsible for governance in the school. They may be part of the school's local board, committee or governing body

announced. HMI must show his/her identity badge on arrival and ensure that the headteacher has been informed of his/her arrival.

24. The purpose of the first monitoring inspection is to:

- gauge the school's initial response to being judged as having serious weaknesses and how well placed it is to secure rapid improvement
- evaluate the extent to which the school's actions are rigorously focused on tackling the key areas for improvement identified in the section 5 inspection
- evaluate how effectively the school is adapting its existing school development or improvement plans to meet the challenge of moving out of the serious weaknesses category
- evaluate the statement of action
- evaluate the impact that governors at the school are having on bringing about the necessary improvements - where an external review of governance and/or use of the pupil premium was recommended at the section 5 inspection, evaluate how urgently it has been commissioned and review its impact, unless it has not taken place.⁹

25. The structure of the day will usually be as follows.

- Meeting with the headteacher/deputy headteacher or other senior leaders, the chair of the governing body and representatives from the local authority, academy proprietor or academy sponsor. This meeting should focus on actions taken so far to tackle the reasons the school is causing concern.
- Evaluation of the local authority's, proprietor's or sponsor's statement of action and any changes to the school's improvement/development plan.
- Separate meetings with representatives of the local authority, proprietor or sponsor; the chair of the governing body and the headteacher, deputy headteacher or other senior leaders.
- Time to allow HMI to reflect and draft the monitoring letter and points for feedback.
- Final meeting with key stakeholders including as many governors as possible.

26. If the statement of action or the school's improvement plan are judged to be not fit for purpose, the local authority, proprietor or sponsor will be informed, asked to address the weaknesses urgently, and present the revised version(s)

⁹ The DfE guidance on pupil premium reviews, to which schools for which one is recommended are directed (<https://www.gov.uk/pupil-premium-reviews>) in the covering letter sent with the final section 5 inspection report, includes 'You should start the process of commissioning a review within 2 weeks of it being recommended and should aim to have the review completed within 8 weeks.'

at the next monitoring inspection. In this case, HMI will re-evaluate and report on the revised statement of action and/or the school's improvement plan during the second monitoring inspection.

The second and third monitoring inspections

27. Second and third monitoring inspections of schools that have serious weaknesses will be scheduled and structured according to the school's need and rate of progress. **Not all schools will receive a second or third monitoring inspection.** This will depend on HMI's evaluation of the quality of leadership and management and the school's rate of improvement towards becoming a good school.
28. Monitoring inspections cover aspects of the evaluation schedule, but are selective and focused sharply on the areas for improvement identified by the section 5 inspection that judged the school to have serious weaknesses.

Planning the inspection

29. Inspection activities during the second and third monitoring inspections will be shaped by HMI's judgements about the progress made by the school. The activities carried out during monitoring inspections are similar to those in section 5 inspections (see paragraph 33) although the emphasis will depend on the circumstances of the school and the priorities for improvement identified at the time of its most recent inspection. When conducting inspection activities, such as lesson observations, work scrutiny, providing feedback, and recording evidence, inspectors will follow the principles set out in the *School inspection handbook*.
30. Inspection activities may involve: lesson observations; analysis of pupils' work; scrutiny of school records and documentation; discussions with staff, pupils, governors and, where appropriate, representatives of external strategic partners, such as the local authority, proprietor or sponsor.
31. The main focus of the inspection and the key issues the team will explore must always be shared with the headteacher during the initial meeting at the start of the inspection. The school should have opportunities to substantiate its views about the progress it has made since the previous section 5 inspection or monitoring inspection.

At the start of the monitoring inspection

32. Inspectors must show their identity badges on arrival and ensure that the headteacher has been informed of their arrival. HMI should meet briefly with the headteacher and/or senior leadership team at the beginning of the inspection to:

- make arrangements for a longer meeting at a convenient time with the headteacher to discuss the school's self-evaluation and other relevant matters
 - confirm arrangements for meetings with representatives of those responsible for the governance of the school and key staff
 - confirm arrangements for providing feedback after lesson observations and note that, in line with the School inspection handbook, the quality of teaching will not be graded in individual lessons, learning walks or other similar activities
 - request information about staff absence and other practical issues
 - ascertain whether there are particular reasons why any teachers should not be observed, for example if they are subject to capability procedures
 - ensure that the headteacher is aware that Ofsted's evidence from lesson observations, whether joint or otherwise, should not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management.
33. HMI should take account of the following during the monitoring period but not necessarily at every monitoring inspection.
- **Contextual matters** including any significant changes to staffing, the pupil population and the school's status,
 - **Achievement of pupils at the school** in line with the *School inspection handbook*, and how well the school is narrowing the attainment gap.
 - Inspectors should consider first-hand evidence, **which must include a sample of lesson observations** and school data for different groups of pupils and, where appropriate, recent test and examination results. Reference should be made to the challenge and impact of the school's targets.
 - Inspectors will need to place particular emphasis on current attainment and progress indicators, particularly when no new national data have been published since the previous monitoring inspection. However, it is important to avoid speculation on likely future test and examination results.
 - The school's success or otherwise in overcoming the causes of serious weaknesses, such as improving the quality of teaching, behaviour and safety and pupils' progress and attainment in lessons, will make a significant contribution to the judgement about whether achievement is improving and to what degree.
 - For schools where attainment falls below the government's current floor standard, inspectors should consider the appropriateness of specific

strategies being used by the school to meet such targets, including the impact of any external support.

- Inspectors should judge the accuracy and reliability of the school’s own data and analyses, for example, assessments of pupils’ attainment and progress, which should be considered alongside other evidence such as that gathered by talking to pupils and sampling their work.
- **The quality of teaching** with particular emphasis on: how this promotes better learning and improved progress; the use of assessment; and the impact of teaching on pupils’ social, moral, spiritual and cultural development.
- **The behaviour and safety of pupils** with particular reference to: improvement in pupils’ attitudes, conduct and behaviour; improved management of behaviour; how well pupils adopt safe practices; and pupils’ attendance and punctuality.
- **The quality of leadership in and management of the school** with reference to the growing impact of leaders and managers at all levels, including that of the governing body, on school improvement and the school’s capacity for sustained improvement
 - Inspectors should assess the rigour and accuracy of the school’s self-evaluation, including its assessment about the quality of teaching and learning.
 - The work of the governing body or interim executive board should be evaluated with respect to the improving contribution that it makes to leadership and management, and its impact on the school’s performance.
 - If governance was not identified as an area for improvement at the section 5 inspection but the monitoring inspection raises concerns about weak governance, inspectors must include a recommendation in the monitoring letter that the school should commission an external review of governance. Where inspectors have concerns about the school’s use of the Pupil Premium they must recommend that an external review of its use is carried out.
 - Where an external review of governance and/or use of the pupil premium was recommended at the section 5 inspection, inspectors should consider how urgently it has been commissioned and review its impact, unless it has not taken place
 - Inspectors should consider whether the school’s leaders continue to demonstrate convincingly that the school’s capacity to improve is strengthening. It is important that the school’s leaders are having a significant impact on all of its areas of weakness and are capable of securing further improvement

- There should be clear evidence that leaders and managers are having an impact on accelerating learners' progress and thereby raising attainment, particularly in schools where attainment is low.
 - **External support:** the quality and impact of the external support provided to the school, with particular reference to the local authority's, proprietor's or sponsor's statement of action and as appropriate, the impact of support and challenge provided by other external partners.
 - **Specialist status:** this only needs to be referred to when it is having a significant impact on the overall effectiveness of the school in either a positive or negative way.
34. Inspectors must check the single central register during monitoring inspections, if there have been changes to staffing since the previous inspection and/or if weaknesses in safeguarding arrangements were identified at the time of the section 5 inspection which judged the school to require special measures. If it becomes clear that there are inadequacies in care, child protection or health and safety, they must be reported and may influence the timing of the next monitoring inspection or the reinspection of the school, and have an impact on the judgement about the overall progress made by the school.
35. When the monitoring inspection indicates that safeguarding arrangements do not meet statutory requirements, inspectors must call the regional duty desk via the NBU to log their concern and email the relevant Senior HMI. Inspectors need to take account of the following:
- If safeguarding **was** identified as an area for improvement in the previous inspection, then it is very likely that the school will be judged to not be making enough progress towards the removal of special measures.
 - If safeguarding was **not** previously an area for improvement, this will affect the judgement about the overall progress made by the school. For example, inadequate safeguarding arrangements may indicate more general weaknesses in leadership and governance. In these circumstances inspectors will need to exercise professional judgement in reaching a view about the overall progress made by the school.
 - Inspectors should inform the appropriate Regional Director and a decision may be made to opt for one of the following:
 - an early unannounced monitoring inspection to check safeguarding requirements
 - bringing forward the next planned monitoring inspection of the school.
36. Where a monitoring inspection identifies significant concerns about aspects of the school's performance that were not identified in the previous section 5 inspection or any earlier monitoring inspections, these must be considered by

inspectors and will affect the judgement about the progress made by the school.

37. During the second and third monitoring inspections, inspectors are required to evaluate the school's overall progress towards the removal of the serious weaknesses designation. An overarching judgement will be made stating whether:
 - *the school is making reasonable progress towards the removal of the serious weaknesses designation;* or
 - *the school is not making enough progress towards the removal of the serious weaknesses designation.*
38. While, generally, the judgement will be informed by the school's progress in dealing with each of the areas for improvement identified by the section 5 inspection, other factors that arise during the monitoring period must not be ignored. HMI should make the key judgement about the school's overall progress towards the removal of serious weaknesses by considering the evidence s/he has gathered and using their professional judgement. From the second monitoring inspection, HMI should consider whether the school is making sufficient progress for the serious weaknesses designation to be removed before the end of the monitoring period. The crucial factor is the anticipated timescale for the removal of serious weaknesses given the current rate of improvement. A school which is making continued reasonable progress is on course to have the serious weaknesses designation removed within 18 months. A school which is not making enough progress will be likely to continue to have serious weaknesses, or may require special measures, when the section 5 reinspection takes place.

Evaluating external support

39. If the statement of action or the school's improvement plan are judged to be not fit for purpose on the first monitoring inspection, the local authority, proprietor or sponsor will be informed, asked to address the weaknesses urgently, and have the revised version(s) ready for the second monitoring inspection. In this case, HMI will re-evaluate and report on the revised statement of action and/or the school's improvement plan at the second monitoring inspection. On subsequent inspections, HMI also judge the impact of the local authority's, proprietor's or sponsor's support for the school.

Registered provision for birth to three-year-olds

40. Ofsted inspects and reports on any registered provision managed by the governing body separately from the section 5 inspection, although in some cases the inspections may take place at the same time. If the registered provision is judged to be inadequate, it will be monitored and reinspected in line with the requirements for inspections of registered early years provision.

The views of pupils, parents and other stakeholders

41. Inspectors should talk with pupils during lessons and during break and lunchtimes and, where appropriate, meet with pupils to discuss issues relating to the school's areas for improvement.
42. There is no requirement for schools to inform parents about section 8 inspections. However, headteachers should be encouraged to let parents know about these monitoring inspections and their outcomes because it is the duty of the governing body, proprietor or sponsor to keep parents informed about the progress the school is making.
43. Parents' comments received by Ofsted and/or their views received through Parent View will be made available to inspectors. At an appropriate point during the monitoring inspection HMI may consult parents on their views about the school. Inspectors may also take account of the views of parents gathered by the school as part of its own evaluation of its work.

Removal of the serious weaknesses designation

44. Where HMI is satisfied that the school is making enough progress for the likely removal of the serious weaknesses designation, s/he will make a recommendation in the inspection report that the next inspection be a full section 5 reinspection.
 45. When at the section 5 reinspection the serious weaknesses designation is removed, HMI must on the final day of the inspection notify the **the regional duty desk via the NBU to** on the last day of the inspection to log the necessary details. Calls should be made to the helpline on 0300 123 4234 and HMI should ask to be transferred to the regional duty desk.
46. Where the section 5 inspection team has reached the judgement that the school no longer has serious weaknesses, the oral feedback and written report should include the formal statement that:

'In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.'
47. The introduction to the report should explain why the school was inspected. For example:

'When XXXX school was inspected in XX 201X, it was judged to have serious weaknesses. Subsequently, the school was inspected on xxx occasions. At the last monitoring inspection the school was judged to be making reasonable/to not be making enough progress.'

After the inspection

Feedback at the end of the monitoring inspection

48. The school will receive verbal feedback at the end of each monitoring inspection on the fitness for purpose of the statement of action and the school's improvement plan. Feedback at the end of any subsequent monitoring inspections must:
 - report the range of evidence gathered
 - include the judgement made about progress towards the removal of serious weaknesses, describing the progress made against the areas for improvement identified during the section 5 inspection which deemed the school to have serious weaknesses
 - comment on the impact of external support on school improvement
 - cover any specific issues identified by HMI in the pre-inspection preparation
 - make clear that the text of the letter or report may differ slightly from the verbal feedback, but that the judgements will not change unless quality assurance deems that appropriate.
49. HMI should identify additional priorities only where they are essential to the school's further development. Progress against these priorities has to be evaluated at the next monitoring inspection and reported in the monitoring letter. They are not to be added to the list of judgements to be made as set out in the annex to the covering letter. The priorities should help the school focus on what needs to be done next to improve the quality of education.
50. The feedback should normally be attended by:
 - the headteacher
 - the chair of the governing body or equivalent (and all governors for the first monitoring inspection)
 - a representative of the local authority, or representative of the academy proprietor or sponsor
 - a representative of the diocese, for voluntary aided and voluntary controlled schools
 - key external partners.
51. The lead inspector and headteacher should discuss which other members of staff, if any, will attend the feedback, especially if the feedback is challenging or raises sensitive issues.

The monitoring inspection letter and report

52. For the first monitoring inspection, the school will receive a brief letter, which will be published on the Ofsted website containing the judgements relating to the fitness for purpose of the statement of action and of the school's improvement plan.
53. For the second and subsequent inspections, the school will receive a brief covering letter with the judgements included and a monitoring report, both of which will be published on the Ofsted website.
54. When a monitoring inspection focuses on only one or two aspects of provision, this should be clearly explained in the evidence section.
55. The monitoring letter for the first monitoring inspection must include a judgement on the fitness for purpose of the statement of action and of the school's improvement planning.
56. The monitoring letter for the subsequent inspections must include:
 - a summary of the evidence gathered by inspectors
 - a brief summary of any significant changes to the context of the school
 - a judgement about progress towards the removal of the serious weaknesses designation
 - a judgement about the effectiveness of leadership and management with specific reference to the impact that governors' actions are having on improvements
 - brief bullet points evaluating the progress made by the school in tackling the key areas for improvement, and brief bullet points setting out:
 - strengths in the school's approaches to securing improvement
 - weaknesses in the school's approaches to securing improvement
 - reference to the impact that governors are having in helping the school to improve
 - reference to the quality and impact of external support including specific reference to the quality of the statement of action if it was judged not fit for purpose at the first monitoring inspection
 - where a review (or reviews) of pupil premium or governance was recommended, inspectors should report on whether it has been carried out since the previous inspection.
57. Progress made on additional priorities for further improvement identified in previous monitoring inspections should be reported in the text of the

subsequent monitoring letter. They should not be added as bullet points in the annex alongside the original areas for improvement.

58. The arrangements for publication are as follows:

- The ISP will edit and send the letter to the school normally within five working days of the end of the inspection.
- The school has 24 hours to check and report any factual inaccuracies to the inspection service provider.
- The ISP will prepare a final version of the letter
 - headteacher
 - Secretary of State for Education
 - chair of the governing body, interim executive board or proprietor as appropriate
 - local authority, and academy proprietor or sponsor
 - diocese, for voluntary aided and voluntary controlled schools
 - Education Funding Agency (EFA), for secondary schools with a sixth form
 - Department for Education Academies Advisers Unit, for academies
 - person or body responsible for appointing foundation governors if the school has a foundation

Record of the inspection: the evidence base

59. The record of evidence does not include the joining instructions.

60. HMI may retain copies of inspection evidence until the school no longer has serious weaknesses, but must do so in line with Ofsted's information assurance policy and procedures.